

**Illinois Early Learning Council (IELC)
Linguistic and Cultural Diversity Committee Meeting**

**June 5th, 2008
9:30 a.m. – Noon
Thompson Center, 100 W. Randolph, 14th floor**

Attending: Josie Yanguas, Sonia Soltero, Pat Chamberlain, Marta Moyelian, Jessica Rodriguez, Ben Osborne, Maricela Garcia, Joaquin Villegas, Karenina Grimbell, Joyce Weiner, Harriette Herrera, Diana Brown (Ill Action for Children)

Reviewing the Agenda: Any changes or suggestions to the agenda? No

Approval of minutes? Motion to approve minutes by Pat Chamberlain, Sonia Soltero seconded.

The LCDC is beginning the phase of data collection and policy recommendations for workforce development for bilingual ECE. We are reaching out to higher education institutions to work on this.

Recap of meeting with Kay Henderson-

1. In the minutes there is a great deal of discussion about what we've done as a first step, we took the PFA application for new applicants and a small group went through it and put in changes appropriate to serve English language learners and speakers of English as a second dialect to make the PFA RFP more relevant and applicable. A sign-in sheet to distribute the RFP was passed around, Ben will distribute this.
2. We sat down with Kay and reviewed the changes. She seemed very happy with the proposed changes. Some of the next steps were taking it back to legal dept of state board, possibility of creating a new glossary with terminology. Kay commented on the timing being very good because it gives her division enough lead time to consider the changes before the release in January. We need to be mindful to stay in touch with Kay and see how things are going.
3. Next IELC meeting we will report that we've met with Kay to get the IELC approval. Monday after our last meeting, Kay expressed her happiness with our work. She singled out our process as a model, that our changes were thoughtful.
4. Next steps for RFP process
 - a. We need to officially submit our changes to the IELC. We will submit for the meeting in the fall. That shouldn't stop us from having conversations with Kay re: what we can do to move this forward. Looking at the minutes, p.2 of 4, next steps in regards to RFP changes b) "Fashion a glossary of terminology..."
 - b. We need to continue a discussion with Kay also. We could start the definition by email.
 - c. Was there any timeline roughed out with Kay?
 - i. No, but the fall may not be early enough. We need to keep working in the interim. We should put together a glossary in the next couple of months. We should aim for the end of July to get our work completed on RFP, but aim for August to get responses from legal department of ISBE.
5. Darren Riesberg (Chief general council for State Board of Education). should know we are working with Kay.

6. Telegraph to Kay our intentions, and give Darren a heads up. Ben will remind Josie to email Darren.

RFP Glossary Definitions

1. Meeting set for June 26th at 1:30-3:00
 - a. We will hold the meeting at the Latino Policy Forum, 20 E. Jackson Suite 1550.
 - b. This will be a continuation of the official RFP committee.
 - c. We'll start communicating by email regarding particular words.
 - d. We should CC: Kay when we're generating our list of terms to make sure we are all on the same page and are doing things in the same manner, so we receive her feedback she gets from collective reviewers. Once we generate the list we will also include Kay and ask her what feedback she's received. We should invite the people Kay brought (Sharonda Brown and Karen McCarthy from ISBE) to become active members of this discussion.
 - e. We'll send out the words, terms and processes as well as the RFP to see what pieces are missing. Josie and Harriett will develop a list of terms to be defined and then send that out. Then we will have a face to face conversation.
 - f. We want all members to respond to the RFP draft terms. We will have some definitions, words that are missing, and what are our different examples. Need definitions of what cultural competence means. A meeting will then be held on June 26th.
 - g. Since the RFP document will come from Illinois State govt. we need congruence with the disposition of terms by the state. Some terms we create are not used by the state. We need to keep general definitions, be concise and clear for multiple audiences, not be too academic. We need to reach a consensus on our definitions.
 - h. While developing a glossary we need to develop a list of potential categories staff qualifications that would create eligibility for working in ECE setting for those with different qualifications.

Workforce Development

1. Joaquin Villegas- All teachers have standard first level certificates for five years (probationary), there needs to be recertification plan put in place for when they expire. The State could target educators in ECE settings for professional development. It is the right of post-ECE children to receive bilingual/bicultural education, but not ECE children.
 - a. Question- Could the ISBE regulations include ECE?
 - i. Answer- There is a bill that was recently passed that extends rights down to ECE.
2. Type 29/04 issues
 - a. Because all state-funded programs require type 4 certification, the state doesn't allow type 29s to work in state funded programs, this eliminates a number of bilingual/bicultural potential staff.
 - b. In a PFA program, you need a type 04 certification, but not bilingual or ESL approval because ECE children are not given the right to this. We want native language when ESLs are identified.
 - c. Type 04s are already hard to attract. There are groups who have type 04, those with type 04 with bilingual certification, and those with type 04 with maybe 100 hours to get a license.
 - d. It would be beneficial to have a type 04 teacher who has an assistant who is bilingual and has training. We can come up with different scenarios and models for different

types of places for ECE. It isn't one size fits all, but right now the system is one size fits all. Vertical transition is very important, an allowable option.

- e. Given that we want ELL students to get bulk of instruction in native language, then type 29 (passing a language test) teachers should be able to give services. Perhaps there should be an ECE content test?
- f. Harriet- for the workforce, re: AA certificates we would be opening more opportunities for people. There are interesting models for AA training (online program in Georgia).
- g. Workforce Plan
 - i. We need more options for different kinds of knowledge and skills. Most people with type 29 are trained to work in K12 settings, which is not best practice for working in ECE.
 - ii. We need type 29s with type 04s to get bilingual bicultural training. There must be a demonstration of competence in ECE because it is different from K12. Many schools offer subsequent certifications.
 - iii. Different institutions have promising programs, we can contact institutions and see if it would be possible to get them coordinated to add credentials for ECE that would create a cohort.
 - iv. People are coming from other countries with ECE credentials.

Institutions and Existing Programs

1. ISU is Illinois' biggest teacher training university. Students are being placed as teacher interns in Chicago neighborhoods.
 - a. Can ISU's model be used to extend downward to ECE settings?
2. In Miami-Dade County, all teachers are automatically ESL endorsed.
 - a. ISBE should have higher course requirements. Every single teacher and administrator training program should have foundations of ELL or language minority coursework.
 - b. We should get all educational programs to continue relevant coursework. We don't have faculty members who are proficient.
3. Joaquin Villegas spoke of the Higher Education Cooperative Act (HECA, a funding source that encourages collaboration between institutions).
 - a. ISU and Northeastern have a joint two year program that targets 55 members across programs, which includes Linguistic department.
 - b. At Northeastern 25 faculty members were engaged in six workshops in bilingual/bicultural topics. Faculty went through six sessions, they were then asked to create teaching modules in assessment, methodologies in math and sciences, the results will be posted in ISBE.
 - c. The current phase addresses how school administrators will be surveyed in regards to ELL issues. The next phase starting in August is identifying and targeting four school districts to implement the modules in classrooms. Theoretically this project could extend down to ECE. Not creating new courses, but adding components within existing coursework.
4. Joaquin Villegas- In 1997 or 1998 there was a five year grant to create a cohort who have finished 60 hours at the associate level. There was an approval by the stat to give the students an ECE professional component along with the 18 hours of bilingual. This is a potential model (add to above programs etc.) Joaquin submitted a proposal to CPS for this, CPS may pay one third of the cost for program.
5. The University of Wisconsin-Madison is in the national forefront of culturally relevant educational training. We should tap into this potential collaboration, especially considering the close geographic proximity, large number of students from Chicago area, and relevance of issues.

6. Joyce- There has been a school leadership task force that looks at preparing principals, those recommendations have gone to the General Assembly which is looking at how to implement.
7. The McCormick foundation has developed a model principal preparation program, the person running that is from Erikson. It would be a good idea to meet with Steve Tozier (Erikson) and have a conversation about other spheres of influence on making this a birth to grade twelve effort.
8. **National Development Center on Inclusion** (handout by Joyce). They do a great deal of research, this Center provides expertise to individual states. Begins July 1st. When using the word inclusion it includes special physical and cognitive needs, but also families without much English. Illinois has been accepted to be part of the second cohort of states (two year project), not a grant with funding, but a grant for technical support and assistance from Frank Porter Graham. Their goal is to influence cross-sector state ECE systems. This is a way of pulling together child care programs, PFA, birth to five (state funded) and Head Start. This would be a way to receive outside assistance on inclusiveness. The point person in Illinois is Johnna Darragh who teaches at Heartland Community College, working with 2 and 4 year faculty. We should include her in LCDC committee.

Joyce Weiner spoke of the Workforce Development Committee

1. IELC Workforce Development Committee has been working on their project for 2-3 years. Work Force Plan needs to be to prepare teachers for the future with knowledge and skills to work with families whose first languages isn't English or come from international backgrounds.
2. Many teachers' districts are changing demographically and these teachers don't have bilingual/bicultural skills.
 - a. One objective is in working with higher educational intuitions and changing their program.
 - b. Another objective is geared towards professional development experiences for those who don't want to return to school, continuing education for them.
 - c. Another Objective is making clinical and field experiences relevant so that when people graduate they already have field experiences, not just academic classroom experiences. Currently, educators don't have the range of cultural and socioeconomic knowledge that is necessary. Best practices means teachers are from accredited or lab based centers currently, but where people get jobs after training doesn't mean that their training is relevant to their teaching environment. If we can increase the range of exposure in training, then that increases the skills toolbox teachers have.

Approval vs. Endorsement

From the Illinois Resource Center document: "There is no difference in the validity of an approval versus and endorsement- they are both equally valid. An approval is a separate letter form the Illinois State Board of Education and is valid for the same grade levels for which you teaching certificate is issued. For the endorsement, your teaching certificate will be reprinted to include the endorsement, allowing you the advantage of having all the information appear in one document".

Change in Presidential Administration

Last eight years we have been working under NCLB, with a change in president there could be a process put in place that is more supportive of money for early education. Sen. Obama has an agenda from birth to five. There may be changes in law or funding allocations that will affect our future work.

Next meetings

1. Joyce Weiner will be staffing the joint Workforce/LCDC committee
 - a. Harriette Herrera, Joaquin Villegas, Jessica Rodriguez and Ben Osborne will be on the Committee.
 - b. We will contact people at ISU also.
2. There is a glossary group meeting June 26th at 1:30-3:00
 - a. We will hold the meeting at the Latino Policy Forum, 20 E. Jackson Suite 1550.
3. There is a meeting to be held on Wednesday August 6th for the full LCDC group.
 - a. The LCDC Committee will also meet October 22nd.

Actions

1. Aim for the end of July to get our work completed on RFP, but aim for August to get responses from legal department of ISBE.
2. Darren Riesberg (Chief general council for State Board of Education). should know we are working with Kay.
 - a. Telegraph to Kay our intentions, and give Darren a heads up. Ben will remind Josie to email Darren.
3. CC: Kay when we're generating our list of terms to make sure we are all on the same page and are doing things in the same manner, so we receive her feedback she gets from collective reviewers.
 - a. Once we generate the list we will also include Kay and ask her what feedback she's received.
 - b. Ben has invited the people Kay brought (Sharonda Brown and Karen McCarthy from ISBE) to become active members of this discussion.
4. Re: Glossary- Josie and Harriett will develop a list of terms to be defined and then send that out. Then we will have a face to face conversation.
5. We want all members to respond to the RFP draft terms. We will have some definitions, words that are missing, and what are our different examples.
 - a. Need definitions of what cultural competence means.
6. Everyone should review Joyce's document (draft, working document) and respond to Joyce within a week to ten days (Ben will send out to LCDC committee). There will be a working plan for interested members from Workforce Development and LCDC to begin to work on workplan. Will be a joint committee, we will pull the group together and plan strategies. Timeline for workforce changes is a long term view.
7. The McCormick foundation has developed a model principal preparation program, the person running that is from Erikson. It would be a good idea to meet with Steve Tozier (Erikson) and have a conversation about other spheres of influence on making this a birth to grade twelve effort.

Questions

1. What delivery systems are still in place that we can utilize?
 - a. Child care resource and referral agencies that provide training?
 - b. Through birth to three training institutes subcontracted by ISBE? Don't need to reinvent the wheel as far as delivery systems.

The meeting was adjourned at 12:05